

Standard III: Resources

Standard IIIA: Human Resources

The institution employs qualified personnel to support student learning programs and services wherever offered and by whatever means delivered, and to improve institutional effectiveness. Personnel are treated equitably, and are evaluated regularly and systematically, and are provided opportunities for professional development. Consistent with its mission, the institution demonstrates its commitment to the significant educational role played by persons of diverse backgrounds by making positive efforts to encourage such diversity. Human resource planning is integrated with institutional planning.

Introduction

Santa Monica College's human resources, its faculty and staff, are by far its most valuable asset and are the driving force for innovations, activities, and accomplishments that are the reason for its outstanding reputation among community colleges across the nation. The dedication, commitment and creativity of its faculty and staff allow the College to establish and maintain its exceptional programs and tackle new challenges with optimism and vigor. Both inside and outside the classroom, the College demonstrates its passion for enabling student learning and providing support services vital for student success. Furthermore, the college community is continually engaged in self-reflection in an effort to improve and further nurture the culture of excellence that serves as the foundation for everything the College does as an institution of higher education and a community resource for lifelong learning.

Responsiveness to Diversity

Critical to maintaining and promoting a culture of excellence are the procedures and processes for hiring the most qualified personnel. Just as cultures evolve, so do institutions, and Santa Monica College has evolved into an institution that recognizes and celebrates the value of diversity. The greater Los Angeles area, from which the College draws the majority of its students, is one of the most diverse in the nation, and this diversity is further enriched by the international students, who represent approximately ten percent of the total student population. The College's mission statement further confirms its commitment to diversity and global citizenship: "Santa Monica College serves the world's diverse communities by offering educational opportunities which embrace the exchange of ideas in an open, caring community of learners and which recognize the critical importance of each individual's contribution to the achievement of the College's vision." Moreover, one of the College's Institutional Learning Outcomes states that students will "respect the inter-relatedness of the global human environment, engage with diverse peoples, and acknowledge the significance of their daily actions relative to broader issues and events."

Organizational Structure

Santa Monica College is somewhat unusual in maintaining a two-pronged human resources structure as shown in Figure IIIA-1. The Office of Human Resources is responsible for overseeing all employment and evaluation processes for academic personnel, both faculty and academic administrators, for some employment matters and all evaluation processes for classified personnel, and for staff development of all employees. In addition, the College retains a Merit System and functions under the Merit Rules, implemented by the Personnel Commission Office, which govern the classification, recruitment, and selection of classified employees, promotional opportunities, and related matters on the basis of merit, fitness and the principle of “like pay for like work.” Other colleges with a merit system include Los Angeles Community College District, Long Beach Community College District, State Center Community College District and Ventura Community College District. All classified personnel functions are governed by the Merit Rules, which are based on *Education Code* and implemented by the Personnel Commission Office. While Personnel Commission staff are district employees, the office itself is under the purview of the five-member Personnel Commission and is not governed by the District.

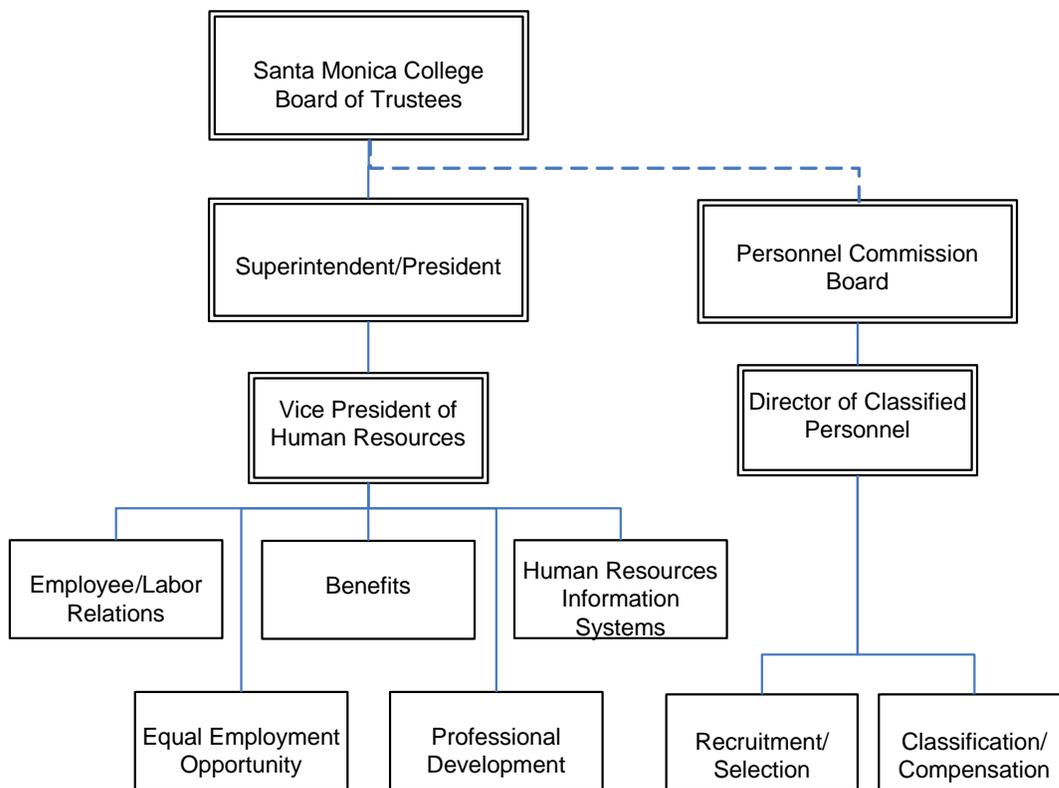


Figure IIIA-1: Office of Human Resources and the Personnel Commission Office

The Office of Human Resources and the Personnel Commission Office are housed together in the College's off-campus administrative building. The cooperative working relationship between the two offices has improved significantly since the last accreditation. Both offices work as strategic partners to provide comprehensive human resources services and ensure compliance with all federal, state and local laws related to employment practices including equal employment opportunity and adherence to the provisions of the District's collective bargaining agreements.

IIIA.1 Integrity and Quality

The institution assures the integrity and quality of its programs and services by employing personnel who are qualified by appropriate education, training, and experience to provide and support these programs and services.

IIIA.1(a) *Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority. Criteria for selection of faculty include knowledge of the subject matter or service to be performed (as determined by individuals with discipline expertise), effective teaching, scholarly activities, and potential to contribute to the mission of the institution. Institutional faculty play a significant role in selection of new faculty. Degrees held by faculty and administrators are from institutions accredited by recognized US accrediting agencies. Degrees from non-US institutions are recognized only if equivalence has been established.*

Description—IIIA.1(a)

The District employs personnel in several employment categories: classified personnel (i.e., permanent classified staff, confidential staff, and classified managers as well as temporary, non-merit, and student workers) and academic personnel (i.e., full-time and part-time faculty and academic administrators). Full-time and part-time academic personnel are assigned to classroom instruction and non-classroom assignments (e.g., librarians and counselors).

Classified Personnel Hiring Process

The Personnel Commission is responsible for the selection of all classified staff and classified managers. The operations of the Personnel Commission are dictated by the District's Merit Rules, which are based upon California *Education Code*, sections 88050 through 88057 and sections 88060 through 88139. The Merit Rules state that the job specification for each position shall include:

A statement of the minimum qualifications for service in the particular class. The minimum qualifications may include education, experience, and/or any license, certificates, or other special requirements for employment or service in the particular class . . . [and minimum qualifications] must reasonably relate to the assigned duties of any position allocated to the class.ⁱ

The Personnel Commission ensures that the minimum qualifications relate to the job class by first completing a job analysis for any new positions prior to opening the recruitment process. The classification descriptions for all existing classified positions are listed on the College's website in addition to being listed on the job bulletin for each classified job opening. The Personnel Commission updates job descriptions on an ongoing basis. The use of NEOGOV, a human resources automated application system, has enhanced the Personnel Commission's ability to publicize required criteria, qualifications, and procedures for selection. The job bulletin for each classified position describes the selection process in detail, including the testing components and their associated weights and what a candidate must do to be successful in the selection process.

The testing process for each classified position is rigorous and may include a written exam, performance test, assessment process, technical project and/or an oral interview. The selection process is unique for each classification, but each process ensures that the knowledge, skills, and abilities determined through the job analysis is appropriate for the classification and that the candidates' possession of those qualifications has been verified. Candidates who are successful in the process are considered qualified for the classification and are placed on the eligibility list, which is ratified by the Personnel Commission. Classified positions may only be filled by eligible candidates certified from the eligibility lists, and the testing process ensures that the eligible candidates who participate in a final hiring interview are qualified to support the programs and services of the College.

In 2002, a consulting firm was hired to conduct a comprehensive classification and compensation study (known as the Hay Group Study) of all classified job descriptions and job tasks. The Hay Group Study was designed to review, and if appropriate, revise all classified job descriptions to ensure that they accurately described actual job duties and salary ranges and were appropriately classified in relation to other positions. All classified employees completed surveys for the collection of data and Personnel Commission staff prepared job descriptions based on the consultants' analyses. At the conclusion of the Hay Group Study, classifications and monthly salary ranges, as collectively bargained, were posted on the College's website.ⁱⁱ The Hay Group Study concluded in 2008 but there are lingering issues associated with the outcome, particularly with some classifications which were prepared, at the time of the Hay Group Study, by Personnel Commission staff members who were unqualified to do so. This is one of the reasons the updating process of classified positions is a continuous one.

Certificated Personnel Hiring Process

The process for establishing criteria and minimum qualifications for all academic personnel, including faculty and academic administrators, are set forth in Title 5 of the California Code of

Regulations. The list of disciplines for faculty is established by the Board of Governors upon the recommendations of the Academic Senate for California Community Colleges.

In addition, several Administrative Regulations (ARs) address the hiring of academic personnel, including:

- **AR 3211, Recruitment and Selection – Permanent Personnel** specifies the criteria and qualifications for academic personnel;
- **AR 3211.6, Equivalency Process for Full-Time Faculty Positions** outlines the guidelines used by screening committees and departments to determine whether a candidate for a faculty position possesses qualifications equivalent to the California statewide minimum qualifications in a discipline; and
- **AR 3211.7, Equivalency Process in Reassignment** requires faculty to have the necessary educational and professional experience to teach and/or provide academic services in particular disciplines or areas of service.

Based on departmental recommendation, the Academic Senate Joint Curriculum Committee approves the educational disciplines appropriate for each course. Faculty members must meet minimum qualifications or the equivalent for the approved disciplines, and they must hold conferred degrees from accredited institutions of higher education located within the United States. Degrees acquired from institutions of higher education outside the US must be certified as equivalent to degrees granted by accredited educational institutions within the US. The Office of Human Resources verifies that a degree is earned from an accredited institution; when in doubt, a reference guide, *Accredited Institutions of Post Secondary Education*, is consulted or the Western Association of Schools and Colleges is contacted. When a transcript from outside the US is submitted, the candidate's credentials must be evaluated by a credential evaluation service to determine the number of units earned and converted to semester or quarter units and also to verify the accreditation status of the institution.

Full-Time Faculty

The recruitment and selection process for full-time faculty is set forth through the California *Education Code* and more specifically in AR 3211, Recruitment and Selection – Permanent Personnel. Each year, during the fall semester, the California Community Colleges Chancellor's Office informs the District of the number of additional full-time faculty the District must hire to move towards compliance with state law, which established the goal that full-time faculty members should comprise 75 percent of total faculty numbers at California community colleges. Although the College has not yet met this goal, it has always met or exceeded its annual Faculty Obligation Number. The Superintendent/President and the Board of Trustees are firmly committed to hiring greater numbers of full-time faculty above and beyond the obligation number, as resources become available. To this end, at the April 2009 meeting, the Board of Trustees accepted the District and Academic Senate's jointly developed plan to work toward an intermediate target of hiring 60 percent full-time faculty and several guiding principles including using the Fall 2008 Full-Time Equivalent Faculty Report (335.33 full-time to 390.64 part-time or

46.19 percent) as a baseline from which to measure progress toward both the intermediate goal and the ultimate goal of a 75:25 ratio of full-time to part-time faculty.ⁱⁱⁱ

Each year, discussion regarding full-time faculty needs of various disciplines originates in the academic departments and programs. After review of department/program requests and thorough deliberation, the Academic Senate Joint New Contract Faculty Position Ranking Committee recommends a ranking of new faculty positions (and their disciplines) to the Superintendent/President, who, in turn, makes a recommendation to the Board of Trustees on the number of new faculty and for which disciplines they will be hired.

After approval by the Board of Trustees, job descriptions stating the minimum and preferred qualifications are developed by department chairs/faculty leaders for approval by the Vice President, Academic Affairs or Vice President, Student Affairs before they are forwarded to the Office of Human Resources. Human Resources personnel review the job descriptions to ensure that they conform to the District's equal employment opportunity and non-discrimination commitments before each position is advertised. Human Resources is responsible for advertising all faculty vacancies and maintaining the recruitment file and application materials for each position. Vacancy announcements and brochures are posted primarily electronically to appropriate listservs and job bulletin boards. Print announcements are published in relevant journals and employment clearinghouses (e.g., the California Community College Registry; *Affirmative Action Register*; *Diverse Issues in Higher Education*; *Hispanic Hotline*; *Black Careers Now*; *Asian Pacific Career*; *Women In Higher Education*; *Hispanic Outlook in Higher Education*; *monster.com*; *La Opinion*; *AcademicKeys – e-Flier*; *Chronicle of Higher Education*; *The Los Angeles Times*; and *Nurseweek*).

To review the selected applications, each academic department approved for a new faculty hire forms a screening committee, composed of four to six faculty members, two academic administrators and one faculty member who serves as a non-voting Equal Employment Opportunity representative. A dean from Human Resources briefs each screening committee to ensure that committee members understand the hiring procedures, and the committee's Equal Employment Opportunity representative ensures that proper procedures are followed. The screening committee (chaired by the department chair/faculty leader or designee) establishes the criteria for selection, reviews all applications, and determines which applicants will be interviewed based on how well the candidates' qualifications satisfy the minimum and preferred qualifications established for the position. The committee then conducts interviews of selected applicants.

As part of the interview process, the candidate may be required to demonstrate effective teaching through an exercise designed by the committee and deemed appropriate for the discipline. For example, the Counseling Department may require that the candidate role-play with a student; the Mathematics Department may ask the candidate to teach a lesson to a small group of students; and the English as a Second Language Department may ask the candidate to offer verbal feedback on an actual student essay. Further, questions are designed by the committee to ascertain a candidate's knowledge in the field and commitment to the mission and core values of the College. For example, every committee asks at least one question designed to demonstrate

the candidate understands diversity and has experience working with a diverse population of students.

If the committee finds that no applicants meet the preferred qualifications or if the Office of Human Resources determines that the pool lacks sufficient diversity, the position is re-advertised to expand the pool of candidates. After thorough deliberation, the committee recommends the names of at least two and preferably three candidates selected for a final interview with the Superintendent/President. According to the Administrative Regulations governing the process, the Superintendent/President may invite the faculty chair and/or other members of the college community to participate in the final interview. Typically, the Executive Vice President, the vice president from the department in which the position is to be assigned and a member of Human Resources participate in the final interview as well. The Superintendent/President selects the candidate and makes a final recommendation to the Board of Trustees for final approval.

Part-Time Faculty

The process for hiring part-time faculty is described in AR 3230, Recruitment and Selection – Part-Time Hourly Temporary Faculty. The need for part-time faculty is determined primarily by the number of course sections offered in a discipline during a specified academic semester or intersession (i.e., winter or summer) and varies according to student demand and the College’s enrollment plans. To meet this variable need, Human Resources invites applications for part-time faculty positions on an ongoing basis. All applications received are forwarded to the appropriate department/program chair for consideration.

In Fall 2008, in response to concerns regarding possible inconsistencies across departments in the hiring process of part-time faculty members, the Academic Senate Joint Personnel Policies Committee revised AR 3230 to standardize procedures. The revised regulation for hiring part-time faculty requires a hiring committee to include the department chair/faculty leader or designee, at least one probationary/tenured faculty member, and an Equal Employment Opportunity representative. The revised regulation also addresses the process for “emergency” hires—instances when there is little or no time to form a regular committee (e.g., a few days before the semester begins). In these cases, the selection may be made by the department chair/faculty leader or designee and at least one other member of the selection committee (either of whom may act as Equal Employment Opportunity representative as well).^{iv}

Once a department chair selects an applicant for a position and forwards the name to the appropriate vice president (e.g., the Vice President, Student Affairs for counselors and the Vice President, Academic Affairs for instructional faculty and librarians), Human Resources reviews the candidate’s qualifications to ensure that the minimum qualifications for the position are met, and an offer of employment is extended to the candidate.

Academic Administrators

The selection process for academic administrators is set forth in AR 3410, Procedure for Hiring Academic Managers. Once the Board of Trustees approves an academic administrative position, a job description is developed by Human Resources in conjunction with the vice president

responsible for the area to which the position is to be assigned. Human Resources advertises vacant positions and is responsible for maintaining the recruitment file and application materials for each position. Jobs are posted in the California Community College Job Registry, the *Chronicle of Higher Education*, *The Los Angeles Times*, discipline-specific periodicals, and association publications (noted previously). Vacancy announcements and brochures are posted electronically and in print and include the position profile, representative duties, education and experience requirements, compensation and benefits information, conditions of employment, application and selection process, and required materials.

Screening committees for academic administrator positions consist of at least two administrators, two faculty representatives appointed by the Academic Senate President and a non-voting Equal Employment Opportunity representative. A representative for classified employees may also be appointed to participate in the process. The screening committee forwards names of final candidates to the Superintendent/President, who is joined by a vice president and an administrator from Human Resources for the final interview. The Superintendent/President then recommends the selected candidate to the Board of Trustees.

Evaluation—IIIA.1(a)

Santa Monica College has been fortunate over the years in hiring and retaining the most highly-qualified faculty. This is due to many factors including: the rigorous processes in place for recruiting and selecting candidates; the desirability of living and working in Santa Monica and surrounding areas; and the College's reputation for excellence. Always looking to improve, the College has modified and revised its hiring practices over the years.

The format and structure of the Academic Senate Joint New Contract Faculty Position Ranking Committee ensure significant faculty input regarding which departments/programs should receive full-time faculty hires. The process for prioritizing new full-time faculty positions hiring recommendations was previously the responsibility of the Collegewide Coordinating Council, but this planning structure was disbanded after the last accreditation visit. The Academic Senate Joint New Contract Faculty Position Ranking Committee builds on the previous process with agreed-upon criteria and weighted objective and subjective measures to guide the committee's recommendations. After careful review of department/program requests and based on agreed-upon criteria, the committee prioritizes a list of the recommended full-time faculty hires and forwards the list to the Superintendent/President. The Superintendent/President makes the final decision on which full-time hires to forward to the Board of Trustees for final approval. Another new practice begun since the last self-study is that of the Superintendent/President inviting the department chair/designee to attend the final interview of candidates for his/her department.

The hiring processes for part-time faculty have also been improved through standardization of procedures and the guaranteed inclusion of an Equal Employment Opportunity representative on all department/program hiring committees.

Although the processes associated with hiring classified positions have been refined in the last several years, they continue to be a source of frustration for many departments. Historically, a number of concerns have been raised regarding job descriptions, salary, and the amount of time

required to complete the hiring process. For example, after a network analyst resigned in 2004, four unsuccessful attempts were made to recruit qualified candidates for the position. Two issues contributed to the delay in filling the position: the Hay Group Study results combined the job classifications of systems administrator and network administrator, and there were several leadership changes within the Personnel Commission Office during the initial recruitment periods. In July 2008, the Director of Classified Personnel resolved the situation by separating the two classifications and upgrading the vacant position to network administrator. After the classification was upgraded, it was filled within eight months.

While the Hay Group Study, commissioned to review and revise all classified job descriptions, effected improvements by addressing the sometimes nebulous distinctions among job classifications, it also created areas of concern, especially when several classifications were collapsed into one. For example, based on recommendations made in the Hay Group Study, the job classifications for Laboratory Technicians, which serve photography, art and broadcasting classes were combined into a single classification. In fact, however, each position has distinct qualifications and job requirements. Subsequently, academic managers worked with the Personnel Commission to divide the classification into three job class titles, each with its own distinct duties, knowledge, skills and abilities.

These issues have been mitigated by several improvements in the operation of Human Resources and the Personnel Commission. Greater stability in the leadership of the Personnel Commission and subsequent improvement in the working relationship between the Office of Human Resources and the Personnel Commission staff are having a positive impact as are efforts to streamline the process for hiring classified personnel and the hiring of personnel who more closely match the needs of the College. The online application system, NEOGOV, has also brought about improvements in the candidate recruitment process.

While the College maintained its fund balance in part by not filling all vacant classified positions, some vacancies have caused existing staff to assume additional workload. The existing staff's good will and unwavering commitment to meeting students' needs have continued to support the College's mission.

Plan—IIIA.1(a)

None

IIIA.1(b) *The institution assures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals. The institution establishes written criteria for evaluating all personnel, including performance of assigned duties and participation in institutional responsibilities and other activities appropriate to their expertise. Evaluation processes seek to assess effectiveness of personnel and encourage improvement. Actions taken following evaluations are formal, timely, and documented.*

Description—IIIA.1(b)

Faculty Evaluation

Evaluation of faculty is an important process for improving instruction and student learning. The evaluation process for full-time and part-time faculty is set forth in Article 7: Evaluation in the *Agreement between Santa Monica College Faculty Association & Santa Monica Community College District* (August 21, 2007 – August 23, 2010) and in AR 3212, Evaluation – Permanent Personnel. Non-tenured (probationary) faculty evaluation follows a four-year process described in AR 3212.1, Procedure for Evaluation - Probationary and Temporary Contract Faculty. In the first and second years, the faculty member is evaluated by a committee consisting of an administrator, the department chair/faculty leader, a faculty peer from within the department, and a faculty peer from an outside department.

Human Resources maintains an evaluation file that contains materials used by the committee to make its decisions and recommendations. The file includes all evaluation documentation and evidence: observation reports, reports of conferences and other professional development activities, student evaluations, course syllabi, self-evaluations, and plans for improvement. The evaluation is a clearly outlined 15-week process of meeting with, observing, and evaluating the new faculty member. In the third and fourth years, an evaluation panel—or at the request of the evaluatee, the department chair/faculty leader—evaluates the probationary faculty member. Once tenured, faculty members continue to be evaluated every three years by the department chair/faculty leader, and each tenured faculty member must be evaluated by a panel once every nine years per AR 3212.2, Procedure for Evaluating Tenured Faculty.

Part-time faculty members are evaluated at least once during every four semesters of employment. An evaluation schedule is maintained by Human Resources, and a list of which faculty are to be evaluated is sent to department chairs each semester. Each part-time faculty member is evaluated by the department chair or by a full-time member of the department designated by the chair as stated in AR 3232, Procedure for Evaluation of Hourly Faculty.

In 2008, a revised and much-expanded peer evaluation form was adopted. It is far more detailed and specific than the previous version and includes a separate section on professionalism, which notably addresses faculty participation in the development of student learning outcomes and assessments, in addition to other important areas such as collegiality, maintaining currency in the field, accessibility to students, participation in department and college activities, and adherence

to college and department policies. In addition to the section on professionalism, four distinct forms were created for use in evaluating faculty in their specific areas of employment: instruction, counseling, programs for disabled students and library services. Each form addresses the knowledge and skills specific to its area:

- Instructional faculty are evaluated on their ability to promote an active learning environment, their sensitivity to student diversity, and their use of appropriate pedagogy.
- The counselors' form includes prioritization of students' concerns and effective use of counseling tools and resources.
- The form for librarians addresses the connection of the students' needs to library resources and appropriate cataloging of materials.

To ensure consistency within departments, evaluators have been asked to clearly state, in writing, guidelines for weighting the ratings (satisfactory, needs improvement, unsatisfactory) for each area in both portions of the evaluation and to state precisely how an overall rating is achieved. These evaluation forms are posted for faculty on the Human Resources website, and department chairs distribute them to faculty before evaluation so that faculty being evaluated are fully aware of the criteria.^v

According to AR 3212.2, student evaluation of faculty is required in the last quarter of each fall and spring semester. The District is working with the Faculty Association to develop modifications regarding how often student evaluations will be conducted and to whom they will be distributed.

During 2006-2007, the Academic Senate proposed a revision of the questions used in the student evaluation process, which eventually resulted in the development of a new evaluation form to accommodate individual student comments. A pilot study using the new form proved successful, and the District and Faculty Association agreed to implement the new form. Unfortunately, logistical problems with the automated scanning and data tabulation processing of the new forms prevented faculty from accessing the individual comments recorded by students on the evaluations. The District, Faculty Association, and Academic Senate continue to discuss the mechanics for ensuring that student evaluations are conducted on a regular basis and that feedback, including the written, individual comments made by students, is returned to the faculty members in a timely manner.

A new online student evaluation form has also been developed which will facilitate the evaluation process, once it is implemented. The result of input from a variety of sources, this process was endorsed by the Academic Senate in an effort to move toward universal adoption of an online student evaluation process and more timely and comprehensive feedback for faculty members. However, additional issues have arisen which all parties are working to resolve.

Classified Personnel Evaluation

The classified personnel evaluation process is articulated in Article 4 of the Agreement between the California School Employees Association, Local 36, and the District. Managers are responsible for formally evaluating the performance of their permanent staff annually and evaluating probationary staff bi-monthly during their six-month probationary period. In accordance with the current agreement, permanent classified employees are to be evaluated during the period of March 15 through May 15, although this process may change as a result of ongoing negotiations between the California School Employees Association and the District. College police officers undergo a one-year probationary period, during which time they must be evaluated three times.

A recent change in practice has occurred in how classified employees in instructional areas are supervised and evaluated such that faculty, members of one bargaining unit, are not permitted to directly oversee and evaluate the work of classified employees, members of another bargaining unit. As a result, department chairs and other faculty leaders are no longer directly responsible for hiring and evaluating classified employees who work in their departments. These staff include department administrative assistants, instructional assistants, laboratory technicians, tutoring coordinators and tutors, and sign language interpreters. Therefore, managers overseeing related areas have assumed the task of evaluating these classified employees.

The Office of Human Resources sends reminders to managers of when classified personnel evaluations are due, provides data to managers, and holds workshops on effective evaluation techniques. Human Resources receives all completed evaluations for inclusion in the employees' personnel files.

The evaluation process provides a method for measuring employee performance based on the employee's classification standards and requirements as stated in the employee's position description. Formal evaluations are designed to help classified employees achieve and maintain high levels of work performance by encouraging the establishment of mutually-agreed-upon goals and objectives for the coming year, thereby setting benchmarks against which the employee's accomplishments can later be objectively reviewed. Managers provide guidance to staff in support of their daily work activities.

Administrator and Manager Employee Evaluations

The process for evaluating management employees was updated in Spring 2008. The evaluation process, conducted every spring, consists of a self-evaluation and a final evaluation by the administrator responsible for the area in which the administrator/manager is assigned as described in AR 3420, Evaluation – Management Personnel. The end-of-year evaluation of the *Master Plan for Education* is also tied to the evaluation of managers. Managers are required to evaluate the status of their performance relative to the objectives they are responsible for achieving.

Evaluation—IIIA.1(b)

Faculty evaluation has been improved to include areas of professionalism and duties directly relevant to the faculty member's area of instruction and responsibilities including participation in the development of student learning outcomes and assessment. However, there are still several issues to be resolved regarding the form including the relative weights assigned to various evaluation criteria and the process governing how and when department chairs or their designees are to make classroom observations.

Currently under discussion is how well-suited the new forms are for evaluation of noncredit faculty (i.e., those who teach noncredit ESL or Emeritus College classes). Furthermore, the Associate Dean, Emeritus College, who is responsible for hiring faculty to teach Emeritus classes, is not permitted to evaluate the faculty because, according to the current contract, this must be done by faculty peers. Evaluation of faculty teaching noncredit ESL classes is conducted by a faculty member from the ESL Department, who oversees both the hiring and evaluation of faculty. While this is feasible for ESL, it would not be for the Emeritus College, which employs many more faculty from a wide range of disciplines.

Although student evaluations are included as part of the faculty evaluation process, their timely administration and distribution of results to faculty remain problematic. The gathering and compilation of student evaluations often occur too late in the semester to be included in the faculty evaluations for the same semester. Additionally, while the electronically readable responses can be processed, there are currently no means for returning the written portion of the evaluations to the respective faculty. To address this problem and to provide more direct feedback to faculty, the District, in conjunction with the Academic Senate, developed an online evaluation form for student evaluations of onground faculty. As mentioned in the description, several issues—some procedural, some contractual—plagued the pilot test, and the few faculty who used the online system had a very low response rate. The District, the Faculty Association and the Academic Senate continue to work toward a solution to this problem, but there is frustration among many faculty who are dissatisfied with the level of feedback received from student evaluations.

Another area in need of improvement is the consistency of notifications from Human Resources to chairs indicating the full- and part-time faculty due for evaluation. These lists, which should be distributed to the chairs every semester, are frequently found to be inaccurate, requiring chairs to maintain their own departmental records and deadlines. In a large department with multiple disciplines and numerous faculty, this can prove time-consuming and a drain on the department's own human resources.

The classified employees' bargaining unit and the District are working to improve the existing classified employee evaluation forms, of which there are currently three: Office Support, Instructional Support, and Operations Support personnel. In an attempt to ensure that evaluations lead to job performance improvement and better establish the connection between personnel evaluations and institutional effectiveness, the District and California School Employees Association mutually agreed to review the existing evaluation process for classified employees and recommend new procedures and one evaluation form. The committee's

recommendations and proposed revised evaluation forms are subject to collective bargaining. Ongoing issues with the evaluation of classified employees are being addressed during the current successor agreement negotiations between the California School Employees Association and the District.

During the evaluation period, when department chairs and other faculty leaders were deemed no longer directly responsible for hiring and evaluating classified employees who work in their departments, some managers, who were not at all familiar with the classified staff now under their supervision, were expected to evaluate these employees. Representatives of the classified bargaining unit expressed concern about the new process. As a result, the evaluations of classified employees were set aside for the second year in a row (the previous year they were set aside due to ongoing negotiations between the District and the California School Employees Association regarding the content and format of the evaluation form). Human Resources worked to resolve the concerns, and during the 2009 review, management achieved a 98 percent completion rate of evaluations.

The result of this shift has been that classified staff, such as instructional assistants and academic administrative assistants, are directly supervised and evaluated by managers instead of by the faculty with whom they work most closely. Nonetheless, many faculty continue to participate in the hiring process and collaborate with the managers who are responsible for supervising the staff.

The classified performance evaluation has been challenging for management who had relied on more direct input from department chairs and faculty leaders. Guidelines have been provided to aid in the transition, but there have been periodic challenges by some bargaining unit employees and representatives. The District and the California School Employees Association are addressing these and other issues related to classified evaluations through negotiations, which began in Summer 2009.

The process for evaluating academic administrators and classified managers is conducted regularly and provides an assessment of accomplishments related to the College's planning process.

Plan—IIIA.1(b)

- The District will work with the Faculty Association to determine whether the current forms for evaluating faculty in noncredit programs meet the needs of these areas and to develop forms for evaluation of noncredit faculty if necessary.
- The Office of Human Resources will work with Management Information Systems Department to improve the accuracy of the list of faculty to be evaluated each semester and the timeliness of their distribution to department chairs.
- The Office of Human Resources will work with the Faculty Association to more clearly define evaluation timelines and ensure that all aspects of evaluation for all academic personnel adhere to those timelines.

- The Office of Human Resources, the Academic Senate, the Faculty Association, the Management Information Systems Department and the Office of Academic Affairs will develop a mechanism to ensure that student evaluations are conducted for faculty on a timely basis with a feedback mechanism that ensures written comments are communicated back to the faculty member being evaluated.

IIIA.1(c) *Faculty and others directly responsible for student progress toward achieving stated student learning outcomes have, as a component of their evaluation, effectiveness in producing those learning outcomes.*

Description—IIIA.1(c)

Santa Monica College has a long-standing commitment to student success, and student learning is at the center of the College’s Mission to “prepare students for successful careers, develop college-level skills, enable transfer to universities, and foster a personal commitment to lifelong learning.” The Instructional Management System (TIMS) and other retention reports have been regularly distributed to department chairs for many years, the data from which are used to review faculty student success rates, grading policies, and retention rates. In addition, self-evaluations require faculty to reflect on how they have improved their instructional techniques, and discussions held across the College focus on student success in the context of retention, persistence, and transfer. However, over the past five years, student learning outcomes have entered the discussion and redirected attention from what faculty teach to what students *learn* and whether or not students can demonstrate their understanding and knowledge through practical application.

This not an entirely new discussion for many areas of the College, including career technical education programs, which have long required performance-based and licensure exams. Nor is it new for departments with sequential courses such as Modern Languages and Cultures, English as a Second Language, Mathematics, and Physical Science, where numerous collegewide discussions have led to heightened awareness and more accurate documentation of discussions, assessment, and decisions made to help improve student learning outcomes.

Many professional development activities, often held during the College’s institutional flex days, have focused on student learning outcomes. Faculty and administrators have attended workshops and formal training related to student learning outcomes both on- and off-campus. In 2005, during a weekend-long retreat at University of California, Santa Barbara, facilitated by Santa Monica College’s Institutional Researcher and the Chair of the Academic Senate Joint Program Review Committee, thirty faculty members from eight departments assembled to discuss and develop student learning outcomes.

The Academic Senate Joint Curriculum Committee now requires student learning outcome statements for all new and updated courses submitted for adoption, and the Academic Senate Joint Program Review Committee has highlighted the importance of student learning outcomes and the College’s Institutional Learning Outcomes by adding specific questions regarding them in its program review self-study guidelines.

One method faculty use to improve their teaching is observation of and collaboration with colleagues whose students successfully achieve the stated learning outcomes. In addition, faculty seek new materials and ways to enhance the existing materials. For example, faculty use technology such as interactive websites, library online databases, online video clips of teaching demonstrations, web-based concordances and other specialized software. Smart classrooms—those equipped with a permanently mounted computer and projector system and other multimedia equipment—are another avenue that assist faculty to expand their teaching methods. Student learning outcomes assessment informs faculty as to the efficacy of these techniques and provides information faculty need to further improve their techniques, procedures, and use of learning resources.

Other collegewide and departmental professional development activities have also focused on course and program student learning outcomes and the College's Institutional Learning Outcomes. The Academic Senate Joint Student and Institutional Learning Outcomes Committee was formed to help coordinate the efforts of the Curriculum, Program Review, Department Chairs, and Professional Development committees and to foster ongoing discussion of learning outcomes across the College. The Dean, Institutional Research regularly offers workshops to assist departments and programs to further develop and refine their course and program student learning outcomes, effectively assess them, and link them to the Institutional Learning Outcomes. For a thorough description of student learning outcomes, see Standards I and II.

Discussions of student learning outcomes have been the impetus for many improvements across the College:

- **Student Equity Plans** - The Student Equity Task Force spent many months discussing learning outcomes in the context of equity as assessed by retention and persistence. The resulting report included student equity plans for the English as a Second Language, English, Mathematics and Counseling departments, designed to improve student learning and success. A few of the initiatives which resulted from the student equity plans included the Supplemental Instruction program, a new writing lab in the English Department, a cohort program in the Mathematics Department and tutoring data assessment and tracking in the English as a Second Language Department.
- **Early Alert** – A result of the discussion of student learning was the expansion of the Early Alert program. Previously a paper and pencil process, the Early Alert form is now electronically accessed from the faculty roster portal through the College's internal data system, ISIS. Instructors are now able to readily communicate their concerns over student attendance, homework, study skills, and assessment results with both their students and counselors.
- **Tutoring Task Force** – A task force has been established by the Academic Senate to address concerns related to the effectiveness of tutoring services across the College. The task force has been charged with developing student learning outcomes in the areas of tutoring where learning outcomes do not currently exist and in developing and employing tools to evaluate the effectiveness of the tutoring services.

- **Effective Teaching Documents** – The Academic Senate Joint Distance Education Committee developed a “Best Practices” document, which is distributed to all faculty teaching online and is available on the Committee’s website.^{vi} A follow-up document was created to help instructors implement the effective practices. The Academic Senate Professional Ethics and Responsibilities Committee subsequently developed a document of effective teaching practices for faculty teaching onground.^{vii} These documents describe widely-accepted effective teaching practices such as prompt feedback, encouragement of interaction among students, communication of high standards, and respect for various learning styles and diverse perspectives. They have been posted online and distributed to faculty through the Academic Senate. Some department chairs distribute these documents to new faculty or to faculty undergoing evaluation; others publish them in a departmental handbook or post them on departmental websites.
- **Faculty Readiness Document** – Discussion of student learning in the area of distance education has prompted the Distance Education Committee to develop a list of criteria to help faculty and chairs assess faculty readiness to teach online.^{viii}
- **Semester Starter Kit** – Collaboration among faculty teaching online and discussions of effective procedures prompted the Distance Education Committee to develop a Semester Starter Kit, a checklist for faculty teaching online to ensure that students are able to effectively navigate their online course.^{ix}

A significant result of these activities and discussions is the inclusion of participation in the student and institutional learning outcomes development process by both faculty and administrators. Participation in the development of student learning outcomes and their assessment, expected of all faculty, are now addressed in the new peer evaluation forms, which are a major component of the faculty evaluation process.

Evaluation—IIIA.1(c)

Methods of assessing student learning outcomes and the ensuing discussion and analyses of the results vary from department to department with some departments and individual faculty members more deeply engaged than others. Nonetheless, all departments participate in discussions related to student learning and Institutional Learning Outcomes. Some of the most extensive discussion related to student learning outcomes occurs within committees such as the Student Equity Task Force, the Academic Senate Joint Distance Education and Department Chairs committees, the Professional Ethics and Responsibility Committee, the Honor Board, the Basic Skills Committee, and the Global Council. Faculty members from across disciplines serve on these committees, sharing their experiences and insights, and carry the discussion back to their respective departments.

The College has proactively addressed faculty members’ participation in student learning outcomes development and assessment by adding a specific question to the evaluation process for all faculty. This is seen as an important activity that helps faculty evaluate their effectiveness as instructors and offers ways to improve their teaching practices. The question on the evaluation form asks the faculty member’s department chair or designee to evaluate the faculty

member's participation level in creation, assessment, and/or discussion of student learning outcomes. As a result, most faculty members are now fully engaged in using the student learning outcomes assessment process to improve their instruction and student learning.^x

Administrators are also asked, as part of their annual self-evaluation, to identify their accomplishments based on objectives included in the *Master Plan for Education*. The objectives are developed in light of the Institutional Learning Outcomes and thus serve as a means for assessing administrators' active involvement in moving toward achievement of the College's Institutional Learning Outcomes.

Classified staff who are closely linked to instruction—for example, instructional assistants assigned to tutoring areas—have begun developing student learning outcomes but are not yet fully engaged in the student learning outcomes assessment process. Nonetheless, classified staff members continue to be committed to the College's Mission and the vital role they play in fulfilling it.

Plan—IIIA.1(c)

None

IIIA.1(d) The institution upholds a written code of professional ethics for all of its personnel.

Description—IIIA.1(d)

A fundamental tenet that guides the work of all Santa Monica College employees is the College's mission statement. In support of the Mission, codes of ethics have been developed by the college community and discussions regarding how to apply the codes and how to address breaches of the code have begun.

In 2002, the Academic Senate Professional Ethics and Responsibilities Committee adopted a revised code of ethics for faculty: *Statement of Professional Ethics*.^{xi} The code is posted in all classrooms. Periodic email messages to faculty discuss ethics and faculty responsibility and how to apply the principles laid out in the code of ethics. Topics have included: posting grades and student privacy, syllabus content, avoiding grade appeals, student-instructor relationships, and responsibilities of faculty in writing recommendation letters for students. These "Ethical Professor" discussions are posted on the Academic Senate website as well as in the faculty folder on the College's email system.^{xii}

Academic administrators, classified administrators, managers, and confidential staff originally adopted a code of ethics based on the faculty ethics code. This code was updated during Spring 2009 and incorporates language from the Association of California Community College Administrators.

The Santa Monica College Board of Trustees has also adopted a Code of Ethics (Board Policy 1230), and recently approved a revision to the policy regarding breaches in the codes of ethics.^{xiii}

To date, the California School Employees Association has not adopted a code of ethics for classified employees.

Evaluation—IIIA.1(d)

The faculty code of ethics and ongoing discussions of issues related to faculty ethics and responsibility support an environment of ethical behavior. Some academic department chairs provide new faculty with orientation packets that include the faculty code of ethics while others post it on their department webpage; however, this has not yet become standard practice in all departments.

The bargaining unit for classified employees maintains that an ethics code for its membership must be a negotiated item. Negotiations for a successor agreement between the District and the California School Employees Association began during Summer 2009.

Adoption of a code of ethics by the Board of Trustees and the Management Association is evidence of the Board's and administration's commitment to fostering an ethical environment at Santa Monica College.

Plan—IIIA.1(d)

- The District and California School Employees Association will work together to adopt a code of ethics for represented classified employees.

IIIA.2 Support for Programs and Services

The institution maintains a sufficient number of qualified faculty with full time responsibility to the institution. The institution has a sufficient number of staff and administrators with appropriate preparation and experience to provide the administrative services necessary to support the institution's mission and purposes.

Description—IIIA.2

Concerns over the number of full-time faculty were discussed at length among senior staff, faculty leaders, and the Board of Trustees at a Board of Trustees study session conducted in February 2009. Some part-time faculty hold office hours, attend department meetings, and actively participate in the work of their departments, in the Faculty Association, and in the Academic Senate, yet the bulk of the work of the College outside the classroom is carried out by full-time faculty including:

- chairing and participating on governance committees;
- reviewing and developing programs and curriculum;
- sponsoring student clubs;
- chairing and serving on screening committees and as Equal Employment Opportunity representatives;

- evaluating faculty both within and outside their department;
- developing assessment instruments and rubrics;
- organizing workshops and special programs such as the Asian-Pacific Festival or talks by various experts including scientists, published authors, or policy experts;
- working on *ad hoc* committees and task forces; and
- documenting student learning outcome assessment data.

Without question, more full-time faculty are needed to effectively carry out the work of the College especially as faculty are increasingly expected to provide documentation of student learning assessment data and decisions based on the assessment results.

The Superintendent/President and Board of Trustees have expressed their commitment to hiring full-time faculty above the faculty obligation number required by the California Community Colleges Chancellor's Office. To this end, the October 2008 update to the *Master Plan for Education* (under the Strategic Initiatives and Proposed Action Plans: Hiring of Full-Time Faculty and Permanent Staff) declares the College will "make progress toward filling vacant permanent classified staff positions and meeting the goal that 75 percent of credit instruction be delivered by full-time faculty." In fact, at the September 2009 Board of Trustees meeting, the Superintendent/President announced his intention to hire ten full-time faculty members in 2010-2011, budget permitting.

To determine and prioritize the new full-time faculty positions, the academic departments annually conduct a new contract faculty needs assessment and submit their requests for new faculty positions along with justification for their request to the Academic Senate Joint New Contract Faculty Position Ranking Committee. The Committee, chaired by the Academic Senate President or designee, with the vice chair appointed by the Superintendent/President, consists of twelve voting faculty members appointed by the Academic Senate President and six voting academic administrators appointed by the Superintendent/President.

The Committee reviews and evaluates all of the positions requested by the departments measuring each against multiple, previously agreed-upon criteria including, for example, the needs of the College, departmental and discipline needs, students' needs and demand for classes in the disciplines requested, the ratio of full-time to part-time faculty in each area, market and job outlook data, institutional objectives and learning outcomes, and the College's Mission. The Committee sends a list of recommended positions to the Superintendent/President, who analyzes them in light of institutional priorities and fiscal considerations, noting any requirements that may exist related to full-time faculty obligation, as well as his own vision for the future of the College. He then forwards the finalized recommendations to the Board of Trustees and communicates the results to the New Contract Faculty Position Ranking Committee.

The need for staff and management positions is reviewed in the context of institutional need in conjunction with the college budget. A determination is made if a replacement position is to be funded or not funded for the current year, deferred to a future time or left vacant. Various sources inform this process including decisions made by DPAC, updates to the *Master Plan for*

Education, and the Academic Senate Joint Program Review Committee's end-of-year reports of overarching trends.

Evaluation—IIIA.2

The College has processes and procedures in place for determining appropriate staffing levels needed to maintain its programs and services. Unfortunately, in times of diminished state funding, as is currently the case, budget considerations become a priority, and employee hiring comes under much higher scrutiny. That is currently the case at the College as the budget climate continues to worsen. Consequently, college personnel must find ways to continue fulfilling services or prune programs while positions remain open. This is neither ideal nor typical, however, and there is a strong commitment to continuing to serve large numbers of students, who need educational programs more than ever during times of economic crises. However, after a year in which no new full-time faculty positions were filled, the Superintendent/President and Board of Trustees have recently expressed their commitment to hiring full-time faculty above the faculty obligation number required by the California Community Colleges Chancellor's Office. As an affirmation of that commitment, the New Contract Faculty Position Ranking Committee has completed the process of determining which faculty position recommendations to forward to the Superintendent/President.

Plan—IIIA.2

- The College will review all options pertaining to linking its budget to sustaining sufficient levels of faculty, management and staff needed for effective college operations.

IIIA.3 Personnel Policies and Procedures

The institution systematically develops personnel policies and procedures that are available for information and review. Such policies and procedures are equitably and consistently administered.

IIIA.3(a) The institution establishes and adheres to written policies ensuring fairness in all employment procedures.

Description—IIIA.3, IIIA.3(a)

Board Policies, Administrative Regulations, collective bargaining agreements, and the Personnel Commission Merit Rules govern personnel practices at the College:

- The Academic Senate Joint Personnel Policies Committee examines and updates as needed all Board Policies and Administrative Regulations regarding faculty.
- The Administrative Regulation series for classified personnel is revised by Human Resources in coordination with the Personnel Commission (Administrative Regulation Series 3300). Additional employment rules for classified personnel are noted in the

California School Employees Association agreement with the District and the Merit System/Rules of the Personnel Commission.

- The Administrative Regulations series for academic administrators, classified administrators and managers is reviewed by Human Resources in concert with the Management Association, which acts in an advisory capacity.^{xiv}

The DPAC Human Resources Subcommittee reviews Administrative Regulations and Board Policies related to general personnel policies and procedures. New and revised policies are vetted, according to topic, with the Academic Senate Joint Personnel Policies Committee and other Academic Senate joint committees, DPAC, Management Association, the classified and faculty bargaining units and the senior administrative staff for approval and forwarded to the Board of Trustees for discussion, approval, and adoption. The revised policies are then posted on the College's website on the College Governance webpage.^{xv} Changes in policies and procedures that are pertinent to faculty are communicated to chairs, and chairs in turn communicate the updated policies to their departments.

In addition to faculty and classified bargaining agreements, the College has Board Policies and Administrative Regulations in place that govern the treatment of all personnel at the College:

- Board Policies 3121-3123 and 3130-3132 address all personnel.
- Board Policies 3224-3225 address academic personnel.
- Board Policy 3310 addresses classified personnel.
- Administrative Regulations 3120, 3121 and 3130 address similar issues.

Procedures concerning discrimination, sexual harassment, and equal employment opportunity exist in Administrative Regulations 3120 and 3121. Grievance procedures have been included in the most recent agreement between the District and California School Employees Association (Article 10), and in Article 12 of the agreement between the Faculty Association and the District.

Training in prevention of discrimination and harassment is required of personnel in management or lead capacities (e.g., managers, deans, department chairs, faculty leaders and classified lead personnel). Equal employment opportunity training is available to all faculty and is required for representatives serving on screening committees for faculty positions.

Evaluation— IIIA.3, IIIA.3(a)

The Office of Human Resources works with the Superintendent/President's office and with participatory governance committees to ensure that the personnel-related Board Policies and Administrative Regulations are developed and updated as needed. Updates are posted on the College website in the District Planning and Policies section of the College Governance webpage.^{xvi}

Some concerns have been expressed about the amount of time and effort expended to discuss, revise or develop personnel policies, which is the result of vetting within multiple interested parties.

The Office of Human Resources is presently reviewing all personnel policies and procedures and providing oversight in updating them as appropriate. Board Policies and Administrative Regulations developed or in the process of being developed during 2009 include anti-nepotism; workplace/campus violence and anti-bullying; whistleblower protection; fingerprinting; District records; drug free campus/prevention; anti-discrimination and harassment; and transportation safety.

The Office Human Resources ensures that policies and regulations are adhered to and that treatment of all personnel is fair and equitable. The Office of Human Resources is also developing a more formalized, systematic management training program to ensure consistent application of college policies and regulations.

College community awareness of the existence of personnel policies could be significantly improved. This effort has begun through updates to the college website, which now offers improved access to personnel policies and procedures, and access to the most current documents and forms. For example, an Equal Employment Opportunity/Diversity component was added to the Human Resources webpage and the site now articulates links to appropriate Board Policies pertinent to Equal Employment Opportunity.^{xvii}

Plan— IIIA.3, IIIA.3(a)

- The Office of Human Resources will work with the Superintendent/President’s office and collaborate with other governance groups to institute an ongoing, systematic review of all personnel-related policies and procedures.
- The Office of Human Resources will ensure that its website is regularly updated and user-friendly.

IIIA.3(b) The institution makes provision for the security and confidentiality of personnel records. Each employee has access to his/her personnel records in accordance with the law.

Description—IIIA.3(b)

The Office of Human Resources maintains personnel files for all employees. The files include, for example, employees’ applications, resumes, employment contracts or offers of employment, evaluations, letters of warning or reprimand (if any), disciplinary actions (if any), letters of commendation, salary worksheets, transcripts, and all employment paperwork such as federal withholding forms (i.e., W4), retirement paperwork, emergency cards, and beneficiary forms. Personnel files are stored in a file room within the Human Resources office and are locked during non-business hours. Access to these files is limited to the Human Resources staff.

The College provides employees access to their records in accordance with the California *Education Code*, Title 3, Section 87031, Employees^{xviii} and AR 3132, Personnel Records. Board Policy 3131, Personnel Records, defines the procedure for personnel who wish to access records archived by the District.

To access a file, an employee contacts the Office of Human Resources for an appointment. The designated personnel specialist or technician asks the employee to complete a form requesting review of the file and sits with the employee while the employee reviews the file. Upon written request by the employee, copies of the contents are provided, and the request is placed in the employee's personnel file.

Evaluation— IIIA.3(b)

The exterior door locks of both the Office of Human Resources and the Personnel Commission Office were changed in Fall 2008. During Spring 2009, it was discovered that the Human Resources office file room door had a master lock, thus allowing any college personnel with a master key access to these files. Upon discovery, the file room lock was changed. The Office of Human Resources has improved the security of the District personnel files, ensuring that only Human Resources staff have access to the file room.

Document imaging of paperwork has recently begun with many of the older files. The objective is to image the active files and eventually achieve a paperless operation. This will enhance both the security and retrieval of employee records. Progress in this area will depend in part on budgetary considerations.

Plan— IIIA.3(b)

- The Office of Human Resources will provide ongoing internal office staff training pertaining to maintenance of personnel records.

IIIA.4 Equity and Diversity

The institution demonstrates through policies and practices an appropriate understanding of and concern for issues of equity and diversity.

IIIA.4(a) *The institution creates and maintains appropriate programs, practices, and services that support its diverse personnel.*

IIIA.4(b) *The institution regularly assesses that its record in employment equity and diversity is consistent with its mission.*

IIIA.4(c) *The institution subscribes to, advocates, and demonstrates integrity in treatment of its administration, faculty, staff, and students.*

Description—IIIA.4, IIIA.4(a), IIIA.4(b), IIIA.4(c)

One of the College’s greatest strengths and its attraction for students and staff alike is the enormous diversity of its student population and its genuine appreciation for and celebration of diversity. Due in part to its geographical location, which attracts people from all over the world and all walks of life, the College’s definition of diversity is somewhat broader than that of most other educational institutions. It encompasses not only students, faculty and staff from various racial, ethnic, and religious groups but also veterans, individuals with disabilities, and students of all ages, and social and economic situations. With the College’s large population of international students, celebration of different national origins is also central to the appreciation of diversity.

Appreciation of diversity is built into the College’s Mission “to serve the world’s diverse communities by offering educational opportunities which embrace the exchange of ideas in an open, caring community of learners and which recognize the critical importance of each individual’s contribution to the achievement of the College’s vision.” Moreover, it is an Institutional Learning Outcome that through their experience at Santa Monica College students will learn to “respect the inter-relatedness of the global human environment, engage with diverse peoples, and acknowledge the significance of their daily actions relative to broader issues and events.”

Opportunities to explore and more fully appreciate diversity abound at the College through collegewide initiatives, professional development opportunities at home and abroad, professional development activities, guest lectures, week-long celebrations, and one-day conferences. For example:

- **The Global Initiative**, begun as a task force, has evolved into a collegewide effort to infuse global awareness and diversity through curriculum development, professional development, study abroad programs, and more thorough integration of international students into the life of the College and surrounding community. The ongoing work of

this group is now guided by the Global Council, an interdisciplinary “think tank,” whose membership comprises full- and part-time faculty, classified staff and administrators.

- **The Student Equity Task Force** was formed to explore and document the influence of gender and ethnicity in success rates as defined by retention, persistence, and degree and certificate completion. The results of the Task Force’s work are documented in the College’s Student Equity Plan.^{xix}
- **The Salzburg Global Seminar** is a professional development opportunity provided to faculty and staff for the past three years. Thus far, 30 faculty, staff and administrators have participated as fellows in the Salzburg Global Seminar in Austria and, upon return, have contributed knowledge gleaned from their experience to collegewide efforts to increase awareness of global issues such as environmental sustainability, human rights and diversity.
- **Asian and Pacific Islanders Week** is a celebration of the cultural contributions of Asian and Pacific Islanders and includes lectures, food, and music and dance performances.
- **The Persian Cultural Awareness Program** was organized and presented in Spring 2009 to help faculty, staff and students more fully understand and appreciate the history and culture of Iran.



Figure IIIA-2: Dr. Tsang and the 2009 Team of Faculty and Administrators Attending the Salzburg Global Seminar in Austria

In addition, the Academic Senate Joint Professional Development Committee supports and promotes diversity collegewide through its coordination of professional development activities that include flex day activities, conference funding, training, and special projects.

The Office of Human Resources makes presentations and conducts workshops to recruit and train faculty/staff who volunteer to become Equal Employment Opportunity representatives. These representatives are given a recently revised printed handout, *Equal Employment Opportunity Hiring Training*. Managers, department chairs, faculty leaders and other personnel in leadership positions are encouraged to attend these informative training sessions and serve as Equal Employment Opportunity representatives.

The College is committed to employing and maintaining a diverse workforce while complying with the tenets of Proposition 209. Equal Employment Opportunity representatives continue to participate in faculty screening committees. This commitment is best exemplified by the award given to Santa Monica College in March 2005 by the California Community Colleges Chancellor's Office for significantly increasing diversity in its administrative staff. In fact, the College was one of only seven community colleges statewide to be named for increasing administrative diversity over the last ten years. In the past decade, the College has nearly doubled its representation of minority groups in its administrative ranks; ten years ago, 27 percent of the College's administrators were members of underrepresented groups, and by 2005, the number had increased to 47 percent. Currently, the percentage of underrepresented administrators is approximately 45 percent.

In Spring 2009, the Office of Human Resources organized a group of classified employees, faculty and administrators to attend the National Conference on Race and Ethnicity in American Higher Education Convention (NCORE). This conference series constitutes the leading and most comprehensive national forum on issues of race and ethnicity in American institutions of higher education. The conference focuses on the complex tasks of creating and sustaining comprehensive institutional change designed to improve racial and ethnic relations on campus and to expand opportunities for educational access and success by culturally diverse, traditionally underrepresented populations.

The College's NCORE participants represented a core group of employees educated in matters of diversity. The group continues to meet and strategize as "Team Diversity," playing a key role in the planning and execution of the collegewide diversity/inclusivity training. The team will provide support and leadership to the college community in addressing diversity issues.

District employment data is submitted annually to the California Community Colleges Chancellor's Office and is included in the statewide summary of *Reports on Staffing: Employee Category Ethnicity/Gender Headcount Distribution by District*. It includes data pertaining to administration, full-time faculty, part-time faculty and classified support staff.

During Spring 2009, the Office of Human Resources used diversity data supplied by the Office of Institutional Research and the Management Information Systems Department to prepare the *Santa Monica College Employee Diversity Report*. This report analyzed diversity and gender data for the years 2006-2007, 2007-2008, and 2008-2009 for academic administrators, classified managers, full-time faculty, part-time faculty, and classified support staff. It also includes demographic data about job applicants. The report was presented to the Board of Trustees on October 6, 2009 and has been posted on the Human Resources website.^{xx}

Regarding the treatment of personnel, policies and procedures are in place and include:

- AR 3120, Equal Employment Opportunity Program and Unlawful Discrimination Complaint
- AR 3121, Sexual Harassment Prevention
- AR 3130, Complaint Against District Personnel

New Board Policies are under review or have recently been approved by the Board of Trustees governing anti-nepotism, whistle-blower protection and workplace/campus violence and anti-bullying. The DPAC Human Resources Subcommittee is in the process of drafting the District's Model Equal Employment Opportunity Plan.

In addition, other training and consultative services ensure that employees are treated fairly. The Office of Human Resources offers ongoing mandated training such as Unlawful Discrimination and Harassment Prevention. Modules are offered both onground and online. The District Americans with Disabilities Act/504 Compliance Officer consults with employees and their supervisors about reasonable accommodations, as needed, providing training for supervisors of employees who require workplace accommodations and offering suggestions about methods for meeting obligations under federal and state law.

The Equal Employment Opportunity/Diversity webpage, posted on the College website, provides links to Board Policies, Administrative Regulations, and federal and state laws regarding harassment and unlawful discrimination.^{xxi}

Evaluation—IIIA.4, IIIA.4(a), IIIA.4(b), IIIA.4(c)

Myriad services and initiatives focusing on diversity exist at Santa Monica College, and the work of several committees is directly tied to equity and diversity matters.

Equal Employment Opportunity training is conducted regularly for hiring committees, both for academic personnel hiring committees and the panelists participating in the Personnel Commission's qualifying process for classified positions.

While required data on diversity had been reported each year to the state, little systematic analysis of the data had been done since 2003, except for the efforts of the Student Equity Task Force. However, as noted in the Description, the Office of Human Resources worked closely with the Office of Institutional Research and the Management Information Systems Department to obtain data on the diversity of college personnel, which was compiled in the *Equal Employment Opportunity Survey*.

The College has updated some practices and policies, but others still require revision. For example, Board Policy 2410, Non-Discrimination on the Basis of Disability, was last revised in 2004. The College is currently reviewing this policy as well as other Board Policies and Administrative Regulations that pertain to discrimination including Board Policies 3121, Non-Discrimination in Employment; 3122, Sexual Harassment; and 3130, Citizen Complaints Against District Personnel; and Administrative Regulations 3120, Equal Employment Opportunity Program and Discrimination Complaint Procedure; and 3121, Sexual Harassment Prevention. The Office of Human Resources has been working to revise and update the District website to include information relative to anti-discrimination complaint procedures and will ensure that all current and new personnel receive information relative to its anti-discrimination policies and complaint procedures.

Plan—IIIA.4(a)

- The College will formalize a systematic review of its employment equity record to ensure that its hiring practices are responsive to the diverse needs of its employees.

IIIA.5 Professional Development Opportunities

The institution provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on identified teaching and learning needs.

IIIA.5(a) *The institution plans professional development activities to meet the needs of its personnel.*

IIIA.5(b) *With the assistance of the participants, the institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.*

Description—IIIA.5, IIIA.5(a) and IIIA.5(b)

The College provides many varied opportunities for professional development. The District calendar includes designated days set aside for institutional, departmental, and individual flex activities. Full-time faculty are required to participate in professional development activities for a total of nine days during an academic year, and opportunities for classified employees are incorporated into the institutional flex days as well. Moreover, the new faculty peer evaluation form specifies that faculty must maintain currency in professional knowledge through professional literature, professional memberships, workshops, conferences, or other activities.

The Academic Senate Joint Professional Development Committee is a major source for planning and support of professional development activities. The Committee oversees the organization of Institutional Flex Days, Opening Day activities, and the distribution of state funds available for the purpose of professional development. When available, these funds have traditionally been used to support individual faculty and staff members' attendance at professional conferences.

In addition, the Basic Skills Initiative Committee and the Global Council provide funding for professional development opportunities such as Skip Downing's *On Course*, a faculty development program designed to impart learner-centered strategies for empowering students to become active, responsible learners, and statewide rubric development projects.

Each year, the current faculty agreement provides up to eight semester-long sabbaticals to be used for professional development and five fellowships for development of special projects. Recent fellowships have provided opportunities for faculty to develop expertise with specific software programs, to develop web-based resources that enhance instruction, and to research and develop resources for community service learning. In addition, the contract supports faculty

mentors, experienced online instructors, who assist instructors who are developing an online course for the first time and provides up to \$20,000 in professional development funds.

Other opportunities are made possible through the Santa Monica Foundation including the “Chairs of Excellence” and the “Margin of Excellence” awards:

- The **Margin of Excellence Mini-Grants Program** was founded in 2005. These grants (maximum \$5,000) may be used for equipment or other forms of programmatic support not covered by the district’s budget to enhance both the teaching and learning experiences. Direct impact on or involvement with students is a top priority. In 2009, the committee met in early summer and awarded \$45,000 to fund 17 proposals.^{xxii}
- The **Chairs of Excellence** are designed as a professional incentive for faculty members to try new, innovative avenues to enhance both their own development and their students’ learning environment. Recipients of the awards receive \$5,000 annually for three years. Awardees are selected by a committee composed of department colleagues, Foundation board members and donor representatives.^{xxiii} There are currently nine chairs:
 - Avaya Inc. & Anixter, Inc. Chair of Excellence in Life Science
 - Northrop Grumman/Elkin Chair of Excellence in Physical Science
 - John F. Drescher Chair of Excellence in Earth Science
 - Ilona Jo Katz Chair of Excellence in Music
 - Jose Luiz Nazar Chair of Excellence in Performing Arts
 - Sam Francis/Martin Sosin Chair of Excellence in Art
 - Saint John’s Health Center Chair of Excellence in Nursing
 - the SMC Foundation Chair of Excellence in Philosophy & Social Science
 - the Carol & Bill Ouchi Chair of Excellence in Business

In addition to these awards and activities, periodic training is provided in other areas. The following are examples of such opportunities offered to college personnel:

- effective teaching practices such as the Great Teaching series, funded by a Title V, Developing Hispanic Institutions grant from the US Department of Education;
- webinars, provided by the College’s distance education course management provider, eCollege, to disseminate information on effective teaching practices for online education;
- the Generation 1.5 workshops, designed to help instructors understand the special needs and concerns of language minority students and provide opportunities for inter-segmental collaboration with area high schools, community colleges, and universities;
- workshops on academic integrity and avoiding plagiarism, facilitated by the Honor Board;

- presentations by the Crisis Prevention Team made to department chairs and to academic departments on strategies to help recognize and prevent crises;
- a workshop on student learning outcomes facilitated by faculty who had attended a three-day training session on the student learning outcome assessment cycle;
- a Family Educational Record Privacy Act (FERPA) presentation to describe the rights and responsibilities of students to help college personnel comply with FERPA regulations;
- sabbatical-writing workshops offered by the Academic Senate Joint Sabbaticals and Fellowships Committee to help faculty develop plans for sabbaticals and to write effective proposals; and
- statewide Academic Senate workshops provided in areas such as senate leadership, student learning outcome assessment, and career technical education programs.

In addition, many online resources are available for professional development such as the Faculty Conference Center, which provides archives of workshops offered for enhancement of online instruction. Currently, seven of these are available to faculty through eCollege's FAC 101:

- Increasing Instructor Presence in an Online Course
- Improving Student Learning: Thoughts and Reflections
- Look Back, Looking Ahead...Looking Around
- Assessment at a Higher Level: An Instructor Perspective
- The Myths of Educational Technology
- ePortfolios on the Rise as Potential Assessment Tools
- Content Coverage versus Time Constraints in Online Learning

Technology training is also provided to all college personnel. Explained fully in Standard IIC, this training includes online training in most office suite software products through an external provider, Element K, and staff-provided workshops on topics such as Internet usage, multimedia content development, and homepage design.

For administrators and managers, the Santa Monica College Management Association partners with the Office of Human Resources to provide professional development activities for academic administrators, classified managers and confidential staff members. Last year, for example, training was provided on a variety of topics such as effective employee evaluation, discipline processes and understanding changes to the classified contract. Additionally, the College has membership in the employment law firm Liebert Cassidy Whitmore's Southern California Employer Relations Consortium, which provides twelve workshops for management personnel per year.

The Office of Human Resources has also adopted an ambitious timeline to improve management training through: providing a more comprehensive and dedicated orientation for new and existing managers; developing and providing a *Management Handbook*; and establishing interactive and focused training dedicated to providing managers with effective tools and templates.

The Superintendent/President has also made professional development a high priority, funding, for example, faculty, classified staff and administrators to participate in the Salzburg Global Seminar (described above), and securing a grant to provide an educational tour of Turkey for faculty and staff.

Ideas for professional development activities often come to the chair of the Academic Senate Joint Professional Development Committee through discussions of various campus concerns during Academic Senate Executive Committee meetings. At these meetings chairs of Academic Senate joint committees—including Program Review, Curriculum, Equity and Diversity, Department Chairs, and Professional Ethics and Responsibilities—report on their activities and suggest ways to disseminate information, raise awareness, or provide training to faculty.

The Academic Senate Joint Professional Development Committee periodically distributes and collects surveys from faculty and staff to ensure that professional development opportunities address the needs of the faculty and other personnel. Twice yearly, the College disseminates evaluation surveys to faculty and staff during the institutional flex days.

Evaluation— IIIA.5, IIIA.5(a) and IIIA.5(b)

The College provides a wide variety of professional development opportunities to its faculty and staff throughout the year and in many venues: on and off campus, onground and online, and even abroad.

The College solicits evaluation surveys to identify areas of strength and areas that need improvement. The comments from these surveys are incorporated into the planning of future professional development programs and opportunities. The constant re-evaluation of programs assists the College to ensure meaningful professional development activities to all members of the college community.

In addition to evaluating the quality of the professional development events, faculty are evaluated on their participation in professional development activities via the new peer evaluation form that helps ensure that faculty are maintaining currency in professional knowledge through professional literature, professional memberships, workshops, conferences, or other activities.

Upon completion of sabbaticals, recipients are required to submit a report of activities to the Academic Senate Joint Sabbaticals and Fellowships Committee demonstrating their accomplishment of sabbatical goals. Sabbatical and fellowship recipients share their experiences with their departments, the Board of Trustees, and during Institutional Flex Day workshops.

During Spring 2009, the DPAC Human Resources Subcommittee was charged with defining classified training opportunities and the list was presented to the California School Employees Association President.

Plan—IIIA.5, IIIA.5(a) and IIIA.5(b)

None

IIIA.6 Planning and Integration

Human resources planning is integrated with institutional planning. The institution systematically assesses the effective use of human resources and uses the results of the evaluation as the basis for improvement.

Description—IIIA.6

Since the last accreditation visit, progress has been made in integrating human resource planning with institutional planning. Staffing recommendations are made from all employee groups, and the Academic Senate Joint Program Review Committee notes staffing patterns in its year-end summary report to the District Planning and Advisory Council. However, recommendations are ultimately initiated through all levels of management and are subject to specific review, budget alignment, and approval processes.

The College's senior staff, which includes the Superintendent/President, the Executive Vice President, other college vice presidents, and Campus Counsel, assesses the College's personnel needs based on college needs, budget, and available resources. The Executive Vice President and Vice President, Human Resources review all classified and management position requests and make final recommendations as to whether positions will be established or replaced. Members of senior staff also monitor the linkage between budget, planning, and financial impact in their organizational review process.

Academic Personnel

As described in Standard IIIA.1, full-time academic personnel staffing needs are prioritized annually by the Academic Senate Joint New Contract Faculty Positions Ranking Committee. Recommendations for new full-time faculty positions are carefully reviewed and prioritized based on the needs of the respective department or program and anticipated student enrollment growth. Planning documents used to support the recommendations include a report that documents the faculty changes within each department (i.e., losses and gains in faculty positions); enrollment reports, which list the courses with the highest and lowest enrollment; labor market data, which document the anticipated employment needs within career technical areas; and program review summaries for each discipline or department requesting a new faculty position. Recommendations of the committee are forwarded to the Superintendent/President, who makes the final decision regarding which new full-time faculty positions will be recommended to the Board of Trustees to be recruited for hire in the coming year.

Other planning activities include the review and revision of Administrative Regulations and Board Policies. Two Administrative Regulations, AR 3211.1, Procedure for Hiring Full-Time Contract Faculty, and AR 3230.1, Procedure for Hiring Hourly Temporary Faculty, were reviewed and updated by both the Academic Senate Joint Equity and Diversity and the Personnel Policies committees, and implemented during the 2007-2008 academic year.

Classified Personnel

The Personnel Commission manages the recruitment and selection processes for classified personnel (i.e., classified staff, classified management and confidential personnel). The Personnel Commission ensures that qualified personnel are hired from certified eligibility lists.

Classified personnel positions are planned in concert with the college budget. Classified Vacancy Lists are generated by Human Resources monthly after each regular Board of Trustees meeting to indicate all vacant classified positions and the status of each position. The Vice President, Human Resources and the Executive Vice President review and approve, as appropriate, the filling of recommended vacancies for both new and replacement positions. The Director, Fiscal Services reviews this list and tabulates projected expenses and impact on the District budget.

The use of temporary classified personnel, particularly limited-term employees, had been questioned by the California School Employees Association. A review of the District's use of limited-term, provisional, non-merit classifications and professional experts is currently in progress. This review is critical to ascertain appropriate planning for staffing needs. The District is working with California School Employees Association to address concerns. The Office of Human Resources is also reviewing all non-merit classifications (i.e., non-bargaining unit positions which include art models, community education instructors, and other positions with widely fluctuating and largely unpredictable demand) to ensure that these positions are appropriately designated.

Administration

The need to fill administrative positions is determined by the Superintendent/President in consultation with the vice presidents. However, in recent years, the Academic Senate President, who meets regularly with the Superintendent/President along with other Senate leaders (e.g., the Senate President Elect, Chair of Chairs, and Chair of Program Review) has provided input to the process. For example, Academic Senate leadership was instrumental in arguing in favor of hiring a full-time management position: the Project Manager for Sustainability Coordination. This is an example of the collective commitment to participatory governance embraced by the College.

Evaluation—IIIA.6

The Director of Classified Personnel has made progress in improving the timeliness of hiring personnel and the overall hiring process for classified employees by soliciting more input from departments. However, some college personnel have been frustrated by the length of time it has

sometimes taken to fill positions in the past. Over the last several years, the Personnel Commission Office lost staff and suffered a succession of directors, many of whom did not understand the purpose or profession of the office. Positions were not advertised or tested for appropriately and recruitments were not coordinated with the hiring department or without the hiring department's input. This changed dramatically when the current Director of Classified Personnel joined the College in 2007. In addition to establishing processes and procedures that have improved the recruitment, qualifying and selection of classified employees, the Director of Classified Personnel has also hired additional staff within the Personnel Commission Office. As a result also most positions are now recruited for and filled appropriately and expeditiously.

Frustration has also been voiced in the past by hiring departments about the quality of the candidates they interview when lists have been in high demand or nearing the end of the valid period (typically one year), particularly for positions with high turnover or for classifications in high demand across the College, but again, the Director of Classified Personnel has made great strides to ensure that recruitment and qualification processes result in lists of well-qualified candidates.

Another weakness lies in the lack of opportunity to adequately forecast personnel needs: historically, needs have been dictated by events as they occur, when vacancies are created due to employees' separation from the District. A formal system for monitoring human resources staffing plans for each classification would enhance the College's ability to plan for replenishing eligibility lists. Over the past two years, the Personnel Commission has improved the turnaround of classified vacancies approved for replacement. In two recent cases (the Management Information Systems Director and Mail Services Supervisor), the Personnel Commission has instituted recruitment activities upon being notified of the anticipated employee separations.

Plan—IIIA.6

- Human Resources and the Personnel Commission Office will develop and implement a formal system for monitoring human resources staffing and plans for each classification.

Selected Standard IIIA References

ⁱ Merit Rules, Chapter 3 – Position Classification Plan:

http://www.smc.edu/Projects/188/Merit_Rules/MR_Ch3.pdf

ⁱⁱ Santa Monica College job classifications:

<http://agency.governmentjobs.com/smc/default.cfm?action=agencyspecs&pg=1>

ⁱⁱⁱ Board of Trustees Minutes, April 2009:

http://www.smc.edu/projects/32/Trustees_Meeting_Information/Board_of_Trustees_Meetings/2009/2009-04-06-Minutes.pdf

^{iv} Administrative Regulation 3230, Recruitment and Selection of Part-Time Faculty:

http://www.smc.edu/projects/37/personnel_policies_committee/ppc_official_ar_3230_recruitment_and_selection_part_time_faculty.pdf

^v Peer Evaluation Form for Faculty:

http://www.smc.edu/projects/169/SMC_Employees_Only/Evaluation_Forms/Faculty_Evaluation_Forms/Certificated_Peer_Evaluation_Form.pdf

^{vi} Academic Senate Joint Distance Education Committee website:

<http://www.smc.edu/apps/pub.asp?Q=664>

^{vii} Academic Senate Professional Ethics and Responsibilities Committee website:

<http://www.smc.edu/apps/pub.asp?Q=745&B=1>

^{viii} Online readiness to teach document:

http://academicsenate.smc.edu/distanceed/links/best%20practices/Course%20Readiness%20Tool/FacultyReadinessToolv2_2008final.mht

^{ix} Semester Starter Kit for Distance Education Faculty:

http://www.smc.edu/apps/docs.asp?Q=Projects/37/Distance_Ed/DE2007-08/DE_BEST_PRACTICES

^x Faculty Peer Evaluation Form:

http://www.smc.edu/projects/169/SMC_Employees_Only/Evaluation_Forms/Faculty_Evaluation_Forms/Certificated_Peer_Evaluation_Form.pdf

^{xi} Faculty Statement on Ethics: <http://www.smc.edu/apps/Pub.asp?Q=822>

^{xii} Academic Senate Professional Ethics and Responsibilities Committee website:

<http://www.smc.edu/apps/pub.asp?Q=745&B=1>

- ^{xiii} Board Policy Manual, 1000 series:
http://www.smc.edu/projects/32/Board_Policy_Manual/BP_1000_B-T.pdf
- ^{xiv} Administrative Regulations, 3000 Series: <http://www.smc.edu/projects/31/AR3000.pdf>
- ^{xv} Board Policies: <http://www.smc.edu/apps/pub.asp?Q=545&B=1>
- ^{xvi} Board Policies and Administrative Regulations:
<http://www.smc.edu/apps/docs.asp?Q=Projects/31>
- ^{xvii} Human Resources Equal Opportunity Resources :
<http://www.smc.edu/apps/comm.asp?Q=284>
- ^{xviii} California Education Code Section 87031: <http://law.justia.com/california/codes/edc/87031-87045.html>
- ^{xix} Student Equity Plan (2005):
http://www.smc.edu/Projects/31/StudentEquityReport_Spring2005.pdf
- ^{xx} *Equal Employment Opportunity Survey*:
<http://www.smc.edu/apps/pubs.asp?Q=2&T=SMC+Employee+Diversity+Report+&P=284>
- ^{xxi} Equal Employment Opportunity Webpage: <http://www.smc.edu/apps/comm.asp?Q=284>
- ^{xxii} Santa Monica College Foundation Margin of Excellence Award Winners:
<http://foundation.smc.edu/Page.aspx?pid=232&srcid=212>
- ^{xxiii} Santa Monica College Foundation Chairs of Excellence:
<http://foundation.smc.edu/Page.aspx?pid=235>

